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DEPARTMENT OF THE AIR FORCE  
Aerospace Basic Course (AETC)  
Maxwell Air Force Base, Alabama 36112-6612

LESSON PLAN

**A1380, AIRGAP**

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**RECORD OF CHANGES**

CHANGE NUMBER	REMARKS
New Lesson	Supersedes ABC lesson 1275 dated 7 Aug 00

**SUMMARY OF CHANGES**

## EDUCATIONAL GOALS

A1000 Area Objective: Apply aerospace power capabilities and officership principles to warfighting.

A1300 Phase Objective: Comprehend how the Air Force Core Competencies enhance warfighting.

### A1380 - AIRGAP

**Activity Statement:** Each student will participate in the AIRGAP exercise and the post-AIRGAP debrief.

**Lesson Objective 1:** Value the importance of each of the USAF Core Competencies in aerospace operations.

**Samples of Behavior:**

1.1 - Discuss the importance of each of the USAF Core Competencies in aerospace operations.

1.2 - Discuss the consequences of not having one of the USAF Core Competencies

**Lesson Objective 2:** Value the use of wargaming and simulations in preparing for aerospace operations

**Samples of Behavior:**

2.1 - Advocate the use of wargames and simulations in preparing for aerospace operations

2.2 - Discuss areas where wargames and simulations cannot substitute for real-world aerospace operations experience

**Lesson Description:** This lesson provides an interactive, hands-on, simulation to reinforce the six USAF Core Competencies.

**Prerequisites:** Completion of *INTRO to AIRGAP* and all Core Competency Lessons

**Preparation:** Review AIRGAP Handbook Ver 3.5  
Complete tutorials assigned in lesson A1370

**Optional:** None

Rationale/Linkage: This is the capstone of the Core Competency lessons. It brings the concepts and ideas introduced in previous lessons into a fast moving, competitive simulation. This simulation also gives insight into the relationship among the various core competencies.

## INSTRUCTIONAL PLAN

### 1. TITLE AND LENGTH OF LESSON: AIRGAP (2:00)

2. **RELATION TO OTHER INSTRUCTION:** This lesson affectively reinforces the students' understanding of the six core competencies discussed since the beginning of the course.

### 3. GENERAL METHOD OF INSTRUCTION:

a. **Presentation Method:** Activity/Guided Discussion

b. **Time Outline:**

Segment Time	Total Time	Description
0:03	(0:03)	Introduction
0:07	(0:10)	MP I: Final Preparation/Setup
1:15	(1:25)	MP II: Game Play
0:05	(1:30)	Break
0:25	(1:55)	MP III: Discussion
0:05	(2:00)	Conclusion

c. **Instructor Preparation:**

- Review lesson plan
- Read AIRGAP Handbook Ver 3.5
- Review AFDD-1 pages 27-35
- Ensure Computer Operability (Make sure AIRGAP is loaded and computer is working)
- Complete AIRGAP tutorials and multi-player simulations

d. **Instructional aids/handouts:**

- AIRGAP Handbook Ver 3.5

e. **Student Preparation:**

- Read AIRGAP Handbook Ver 3.5

- Review AFDD-1 pages 27-35

**f. Strategy:** This simulation gives the students the opportunity to apply the core competencies against another flight in a real-time environment. An end-of-game discussion will reinforce the simulation's relationship to our core competencies and allow for sharing of ideas on implementation and integration into combat operations.

**g. References:**

N/A

## 4. DETAILS OF INSTRUCTION

### a. Introduction 0:03 (0:03)

#### 1) //Attention//

You've played Intro to AIRGAP, and you've had an opportunity to practice with the simulation, now you will get to apply what you have learned in that lesson and the core competencies lessons against a real live opponent.

#### 2) //Motivation//

Today, we will combine characteristics of our core competencies with the AIRGAP simulation in order to reinforce the importance of each in an aerospace environment. We hope the added dimensions of teamwork and competition will enhance your learning experience. I hope you're ready to do battle with your enemy!

#### 3) //Overview//

We'll begin by ensuring the computers are setup correctly and in the locations that you want them. Then we will begin the simulation. After the simulation has been completed, we will take a short break. Following the break we will have a discussion of how each core competency played out.

### b. MP1: Final Preparation/Setup: 0:07 (0:10)

#### Responsibilities:

Each flight commander will be responsible for monitoring and observing the student's understanding of the cognitive and affective objectives of one complete game. Post exercise discussion will take place with this same group. Use the discussion questions in Main Point III to serve as a basis for your observation and review.

#### Crew/Element Setup:

1. Students should have established teams during the *Intro to AIRGAP* lesson. The positions are listed in the next bullet.

2. Make sure you have the following positions already filled for each area team:

- Mouse pilot (Controls the units on the screen)
- Mouse copilot (Assists Pilot in tracking information for their particular job)
- Recorder (Responsible for documenting examples of core competencies as they occur during the simulation, track decision-making processes, strategy, etc. This information is **VITAL TO THE DEBRIEF**)

(Switching positions within each group is optional. )

3. Individuals were assigned to the Air Forces Commander in *Intro to AIRGAP*. These same individuals will be the Air Forces Commander for this simulation as well.

### **Computer Setup:**

Follow the steps 3.0 thru 3.10 in the AIRGAP Handbook Ver 3.5, 'Running a Simulation' page.

#### **c. MP II: Game Play: 1:15 (1:25)**

There are some things you need to look for during the campaign. They are principles of war, tenets of airpower, and aerospace power functions that you read about previously in AFDD-1. You should also be able to identify all of the Core Competencies during the campaign. *AIRGAP* intimately embraces and depicts the vital linkage between operations and logistics, from both planning and execution perspectives. It may not show you all the right things to do, but it will definitely show you what won't work through your personal exploration and immediate graphical feedback. Additionally, *AIRGAP* **will** show you how vitally important our core competencies are to military operations in general, and to airpower specifically.

(TRANSITION): ANY QUESTIONS? IF NOT, LET'S GET STARTED.

*{Instructor Notes:*

*Follow the steps 3.10 thru 3.13 in the AIRGAP Handbook Ver 3.5, "Running a Simulation" page.*

***IMPORTANT** - The game will end at approximately the 75 minute point regardless of game progression.)*

*At the end of the simulation you will need to take note of the score your flight has achieved. The score is maintained during the simulation in the upper left corner of the main display screen. You will need to look at only one of your flights' colors to determine the flight score. The scores shown are for an entire Flight, not an individual team color.*

*Example, if you see the following on the screen, one flight has achieved 1 objective point. This 1 point is displayed beside each of the colors for that team. If this were the end of the simulation, the flight would receive 1 point.}*



The colors for each team are:

	Freedomland	Republica
Logistics	Orange	Blue
ISR	Brown	White
DCA	Teal	Yellow
OCA	Red	Purple

**d. Break:** 0:05 (1:30)

**e. MP III: Discussion:** 0:25 (1:55)



**(TRANSITION):** HOPEFULLY EACH OF YOU ENJOYED THIS EXERCISE AND WERE ABLE TO RECOGNIZE THE ABSOLUTE NECESSITY OF EACH CORE COMPETENCY. WHILE YOUR EFFORTS WERE LIKELY FOCUSED ON THE “POINTY” END OF THE SPEAR, YOU SHOULD HAVE RECOGNIZED THAT NONE OF YOUR OFFENSIVE (OR DEFENSIVE) ACTIONS WERE POSSIBLE WITHOUT STRONG SUPPORT OF OTHER CORE COMPETENCIES. LET’S DISCUSS YOUR GAME.

***{Instructor Notes:***

- *Encourage student participation. Your recorders will be able to provide some insightful observations.*
- *Recommend that you ask all seven questions for each core competency before repeating the series with the next core competency.*

**Lead Off Question (LOQ):** Who can give me the definition of (insert a core competency)?

***{Instructor Notes:*** *Each core competency and its definition is listed below. For each of the subsequent questions, there are an infinite number of responses, depending on how that particular game played out. Be sure to keep the discussion on track.*

**Follow Up Question(FUQ):** In what ways did you see this core competency manifested during AIRGAP?

**FUQ:** How did it contribute to other core competencies?

**FUQ:** How did it contribute to the successful application of aerospace power?

**FUQ:** If (insert core competency) was present, how would it have changed the outcome if it had not been present?

**FUQ:** If (insert core competency) was not present, how would it have changed the outcome if it had been present?

**FUQ:** Teamwork is key to everything you do. Could you have achieved your objectives without good teamwork?

**\* Core Competency Review**

**Air and Space Superiority:** The degree of air and space control necessary to employ, maneuver and engage air and space forces while denying the same capability to an adversary.

**Information Superiority** is the ability to collect, control, exploit, and defend information while denying an adversary the ability to do the same.

**Rapid Global Mobility:** The ability to deliver and sustain power, through air and space, worldwide, quickly and decisively in response to threats to national interests.

**Global Attack:** The ability to attack – rapidly, persistently, and with a wide range of munitions - anywhere on the globe at anytime.

**Agile Combat Support:** The actions taken to create, sustain, and protect aerospace personnel, assets, and capabilities throughout the spectrum of peacetime and wartime military operations.

**Precision Engagement:** The ability to command, control, and employ forces to cause discriminate strategic, operational, or tactical effects.

**(TRANSITION):** THAT WAS AIRGAP, I'M SURE YOU FOUND IT A WORTHWHILE ENDEAVOR.

**f. Conclusion:** 0:05 (2:00)

1) //Summary//

This exercise gave you an opportunity to apply each core competency and show how vital each one is to our operations. As mentioned during the Intro lesson, wargames and simulations provide a tremendous opportunity to learn about aerospace power. You got to see aerospace power in a stressful, real-time environment during AIRGAP, then we were able to discuss how the core competencies fit together to achieve military objectives. The bottom-line is that each core competency is a force multiplier that helps make the United States Air Force the premier aerospace power in the world today.

## 2) //Re-motivation//

We've had a good time with AIRGAP today, and hopefully you've learned a lot. However, don't lose sight of the fact AIRGAP is a simulation, and only offers a simplified model of aerospace power and the core competencies. Yes, simulations are good to look at the technical aspects of executing a strategy. However, they do nothing to address those intangibles like morale, fear, and suffering--intangibles that are often more important to the outcome of battle than the tangible things we can count, like buildings destroyed. Use exercises and simulations as a no-threat way of becoming more proficient at your profession. Conduct your trial and error experiments now when nothing but pride is at stake, because when we make mistakes in the real world, people can suffer and die.

## 3) //Closure//

Your hands-on experiences with AIRGAP, and the lessons you have recently completed, have armed you with the ability to advocate and explain the capabilities and application of aerospace power in relation to our core competencies. You can take this knowledge and apply it throughout your career as well as during the remainder of this course. Become the person your unit comes to when someone wants to ask about aerospace power.